Information Guide
for
Career and Technical Education Course Assessment Tools

Interpersonal Relationships

July 2012

Assessment-Tool Development Team

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Indiana Career and Technical Education Course Assessment Tools

Interpersonal Relationships

During June and July 2012, the team of teachers listed on the cover page developed three standards-based assessment tools for the Indiana high school course, *Interpersonal Relationships* course: (1) **Test Blueprint**, (2) **Content Outline**, and (3) **Bank of Multiple Choice Test Items**. In preparation for their work, team members completed an online tutorial that provided an overview of assessment fundamentals and principles of standards-based assessment, plus guidelines for developing the three assessment tools. The team met in person once, in a day-long work session. The balance of their work was done online through weekly web-conferencing sessions, sharing of information and documents on an online team Worksite, and e-mail communications. The draft materials the team developed were posted on an online review site where other teachers examined them and provided feedback. Team members and project staff used the reviewers' input to revise, finalize, and validate the assessment tools.

In this project, the work was standards-based. The Domains and Standards in the current Indiana Course Framework were the starting-point and continuous foundation for the work. In contrast to standards-referenced efforts that begin with existing materials and then locate matching standards, the team's deliberations started first with the standards, and the assessment tools were developed from there.

The **Test Blueprint** is presented on page 4 of this document. The Blueprint shows the standards-based weighting and item distribution recommended by the team for a statewide course assessment. It is important to distinguish between a test blueprint and the overall course curriculum. The Test Blueprint shows the recommended weighting of a 65-item multiple choice test. This may or may not be the same as the weighting of the course curriculum. Other types of assessment may be more suitable for some of the domains and standards included in the Course Framework. Therefore, a domain that is given less weight in the Test Blueprint could be given more emphasis in the overall course, and student achievement would be locally evaluated using other types of assessment tools.

The **Content Outline** also is provided on the pages that follow. It identifies and describes essential topics related to the course standards. The Content Outline is the team's consensus on the essential topics that should be consistently addressed statewide in the course, and which would be expected to be represented in the statewide assessment. The additional details given in the Content Outline provide a framework for local course design, curriculum, and instruction. The Content Outline also will enhance teacher collaboration and consistency of the course across the state. It is important to note that a content outline is not all-inclusive of the topics addressed in the Course Framework nor in a local course, where additional topics may be included.

The Test Blueprint and Content Outline provided the basis for the third assessment tool the team developed, the **Bank of Multiple Choice Test Items**. The items in this bank are based on the essential topics listed in the Content Outline. Items are distributed across these topics, at three levels of cognitive complexity as further explained on the next page. The four-option multiple choice test items each have one correct answer. A large number of items are included in the bank, enabling each online test to be a unique combination of items selected from the item bank through stratified random sampling based on the weighting indicated in the Test Blueprint. For test security purposes, the bank of test items is controlled by the Indiana Department of Education. An online pretest/posttest course assessment for this course will be provided by the DOE for schools/teachers to use on a voluntary basis beginning in the spring semester of 2013.

Test Items and Levels of Cognitive Complexity

The test items included in the test bank were examined and classified in two ways. First, the items were to focus on an essential topic from the Content Outline. Secondly, the items were to represent varying levels of cognitive complexity, or types of thinking required. The Cognitive Complexity Three Level Framework (Fox & Laing-Kean, 2012) was used to classify the test items based on the three levels shown in the center column of the chart below. This Framework draws on classifications by AAFCS (2010), Fox (2001), and Haladyna (2004). Overall, test items classified as Level 1 focus on recall and understanding of an individual fact or concept. Level 2 items involve combined knowledge of at least two familiar facts or concepts to complete an analysis and reach a conclusion. Level 3 questions require understanding and applying relationships among three or more components and typically involve selecting and/or providing relevant information in order to calculate, predict, or make a judgment.

Revised Bloom's Taxonomy Anderson & Krathwohl	**Cognitive Complexity Three Level Framework**	**Depth of Knowledge** Indiana RISE
Remember	**Level 1 – Facts, Concepts** Known truth or experience. Involves knowledge of individual facts and abilities to identify familiar examples or non-examples.	Level 1 – Recall
Understand		Level 2 – Skill/Concept
Apply	**Level 2 - Procedures** Series of events that lead to a result. Involves remembering and understanding at least two types of information to reach a conclusion.	Level 3 – Strategic Thinking
Analyze		
Evaluate	**Level 3 – Principles** Relationships among rules, theories, methods, concepts, or probabilities. Involves multiple facts, concepts, and procedures to predict events.	Level 4 – Extended Thinking
Create		

W.S. Fox & C.A.M. Laing-Kean, Teach Sharp LLC, 2012

The above chart illustrates the relationships among the Cognitive Complexity Three Level Framework used in this project with the six categories of the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) and the four categories of the Depth of Knowledge (DOK) framework used in the Indiana RISE system. As the chart shows, the other two systems are fully accounted for in the Three Level Framework. In particular, it is important to note that Level 1 in the Three Level Framework is more extensive that the DOK Level 1, including much of DOK Level 2. Level 2 of the Three Level Framework includes most of DOK Level 3, and Level 3 of the Three Level Framework is primarily comprised of DOK Level 4. Based on this comparison, the following equivalent notations could be used:

Level 1 = DOK 1+2   Level 2 = DOK 2+3   Level 3 = DOK 3+4

References

American Association of Family and Consumer Sciences (AAFCS). (2010). *Information Bulletin for Pre-Professional Assessment and Certification (Pre-PAC) in Nutrition, Food, and Wellness,* pages 5-6. Retrieved from http://www.aafcs.org/res/Credentialing/prepac/Bulletins/Nutrition%20Food%20Wellness%20Information%20 Bulletin.pdf

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

Fox, W. S. (2001). *Three-level framework for teaching and learning*. West Lafayette, IN: Department of Curriculum & Instruction, Purdue University.

Haladyna, T. M. (2004). *Developing and validating multiple-choice test items* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum.

Indiana Department of Education (n.d.). *RISE Evaluation and Development System: Student Learning Objectives Handbook,* page 36. Retrieved from http://www.riseindiana.org/sites/default/files/files/Student%20Learning/Student%20Learning%20Objectives %20Handbook%201%200%20FINAL.pdf

Test Blueprint *Interpersonal Relationships*					
Domain	**Weighting**	**Number of Test Items**			
		Cognitive Levels[1]			**Totals**
		L1	**L2**	**L3**	
1. Personal, Academic, and Career Success	Assessed in conjunction with other domains and with other assessment tools.				
2. Building and Maintaining Relationships	20%	5	4	4	13
3. Individual Needs and Characteristics and their Impacts on Relationships	20%	5	4	4	13
4. Communication	25%	6	5	5	16
5. Conflict Prevention, Resolution, and Management	25%	6	5	5	16
6. Leadership, Teamwork, and Collaboration	10%	3	2	2	7
Totals	100%	26	20	19	65

[1]Proportional representation of cognitive levels within in each Domain is based on the Cognitive Complexity Three Level Framework (Fox & Laing Kean, 2012), which is correlated with the Indiana RISE Depth of Knowledge (DOK) framework.

Level 1 - 40%	Level 2 - 30%	Level 3 – 30%
Level 1 = DOK 1+2	Level 2 = DOK 2+3	Level 3 = DOK 3+4

Content Outline

A Content Outline is based on the Indiana Course Framework for a specific course. Each Content Outline was developed by a team of Indiana educators and represents their consensus on the essential topics that should be consistently addressed statewide in the specific course, and which would be expected to be represented in the statewide Assessment. A content outline is not all-inclusive of the topics addressed in the Course Framework or in a local course. Additional topics may be included in a course as time permits, to address student and community interests and needs.

Along with essential topics, the *Interpersonal Relationships* Content Outline includes additional topics designated as "important." The team opted to include these important topics because of their value in many career, community, and family settings. The team recognized that it would not be possible to thoroughly address all of these additional important topics in a one-semester course, and therefore not appropriate to include them on a statewide exam. However, they chose to specifically list them in order to emphasize the value of introducing them to all students and as potential topics for further study by individual students.

The Content Outline for *Interpersonal Relationships* is presented on the pages that follow.

Content Outline
for
Interpersonal Relationships

Domain 1 – Personal, Academic, and Career Success	Assessed in conjunction with other domains and with other assessment tools
Core Standard 1: Integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills.	

Standards

IR-1.1	**Demonstrate components of critical thinking, creative thinking, and reasoning**
IR -1.2	**Evaluate effective communication processes in school, family, career, and community settings**
IR -1.3	**Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members**
IR -1.4	**Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities**
IR -1.5	**Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues**
IR -1.6	**Demonstrate fundamentals to career success (e.g. strong work ethic, goal setting, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment)**
IR -1.7	**Apply standards of ethical behavior when making judgments or taking personal actions**
IR -1.8	**Apply knowledge gained through research to solve problems and communicate ideas in fields related to interpersonal relationships.**

Domain 2 - Building and Maintaining Relationships	Weighting 20%	Number of Test Items 13
Core Standard 2: Examine processes for building and maintaining various types of relationships in career, community, and family settings.		

Standards

IR 2.1   **Analyze purposes and expectations of various types of relationships in career, community, and family settings**

Essential topics
1. *Identify various types of relationships students will have throughout their lifetime (Intimate, boss, co-worker - business relationship, acquaintances, friends, peers, team/group, family, etc.)*

2. *Explain purposes of various relationships (human connection, fulfillment, accomplishment, support, foster growth and development).*

3. *Compare and contrast purposes and expectations for specific types of relationships.*

Content Outline – *Interpersonal Relationships* (July 2012)

IR 2.2   **Explore impacts of multiple life roles and responsibilities on relationships**

Essential topics

1. *Explore each phase of the family life cycle (beginning, expanding-childbearing, developing-parenting, launching, middle-years-empty nest, retirement-aging).*

2. *Describe how family, work and social roles change as a family moves through the family life cycle, including birth order, and how this impacts various relationships.*

3. *Demonstrate methods of handling multiple roles: balance, multi-tasking, invested time, stress management, etc.*

IR 2.3   **Examine and contrast characteristics and consequences of healthy and unhealthy relationships in career, community, and family settings.**

Essential topics

1. *Identify and discuss key characteristics of healthy relationships (nurturing, trusting, respectful, accepting, understanding, empathic, communication, happiness, fulfillment, security, confidence, high self esteem, supportive)*

2. *Identify and discuss key characteristics of unhealthy relationships (abuse, jealousy, lack of trust, disrespectful, selfish, controlling, emotional and physical harm, loss of self-esteem)*

3. *Predict the consequences of healthy and unhealthy (stable/unstable) relationships.*

4. *Recognize healthy or unhealthy traits present in relationships.*

IR 2.4   **Distinguish codes of conduct and their impacts on relationships in career, community, and family settings**

Essential topics

1. *Create a personal code of conduct.*

2. *Discuss how similar or different values, morals and ethics will impact relationships at work, with friends and with family members.*

3. *Identify acceptable behaviors for various relationships and environments.*

IR 2.5   **Discuss careers that draw on knowledge and skills for interacting with people**

Essential topics

1. *Identify careers that require knowledge and skills for interacting with people (e.g. counseling, human resources, government services, service-sector businesses, teaching and training, hospitality and tourism, broadcasting, medical, law, investigation such as for insurance or law enforcement, public safety, emergency response, management, sales and marketing, etc.)*

2. *Explain and cite examples of how skills for interacting with people are incorporated in various careers.*

Based on the *Interpersonal Relationships* Curriculum Framework, July 2012

Content Outline – *Interpersonal Relationships* (July 2012)

Important topics
1. *Explore communication skills and factors that relate to careers including negotiation, mediation, consideration of the human factor, win-win, conflict resolution, collaboration, teamwork, cultural diversity, agree to disagree, tone of voice and manner of speaking, etc.*

Domain 3 – Impacts of Individual Needs and Personal Characteristics on Relationships	Weighting 20%	Number of Test Items 13
Core Standard 3: Evaluate individual needs and personal characteristics and their impacts on interpersonal relationships.		

Standards

IR 3.1 **Examine ways relationships are influenced by personal characteristics and stages of physical, intellectual, emotional, social, and moral development**

Essential topics
1. *Define heredity and environment.*

2. *Identify inherited characteristics.*

3. *Explain how heredity and environment influence human development.*

4. *Evaluate personal characteristics and compare to others (career, family, friends, etc.).*

5. *Explore the influence of the family environment on relationships and interaction with others.*

6. *Identify principles of growth and development.*

7. *Typical growth patterns -*

   a. *physical - growth of the body;*

   b. *intellectual - growth of the brain and the use of mental skills such as use of abstract ideas, logical reasoning, making accurate judgments, predicting future consequences of decisions;*

   c. *social - relating to others - sharing, communicating, working with others, behaviors society accepts, expectations associated with various roles;*

   d. *emotional - experiencing and expressing emotions, controlling emotional behaviors;*

   e. *moral - character development through the socialization process, moral principles, cultural and religious beliefs, character traits.*

8. *Describe physical, intellectual, emotional, social growth patterns of teens.*

9. *Compare the effect of heredity and environment on each of the stages of development.*

Content Outline – *Interpersonal Relationships* (July 2012)

    a. *Explore examples of heredity and environment impacting individual development.*

10. *Determine ways response to environment can modify some hereditary tendencies.*

    a. *Poor eating habits may prevent a person from reaching genetically determined height.*

    b. *High level of intellect may not be fully developed if not reinforced in peer group, personal effort, etc.*

11. *Determine the impact of the various stages of development on relationships.*

12. *Determine hereditary and environmental factors that influence character development - values, standards, resources, goals.*

13. *Explain the significance of character formation in human development.*

14. *Analyze behaviors that reveal a person's character.*

15. *Identify factors that influence personality formation and temperament.*

16. *Describe environmental influences on personality development.* Explain the role of heredity or the family in personality development.

17. *Explain the role of heredity or the family in personality development.*

18. *Explain how personality is related to self-concept, temperament, and human needs.*

19. *Contrast various personality traits (introvert or extrovert, optimistic or pessimistic, independent or dependent, emotional or unemotional, adventurous or cautious, leader or follower, aggressive or passive, etc.) and their impact on relationships.*

    Important topics
1. *Analyze ways in which education, occupation, religion, changing economic conditions, and the mass media may influence personality development.*

2. *Explore Erikson's stages of human development.*

3. *Explore Kohlberg's stages of moral development.*

4. *Identify characteristics of positive and negative attitudes.*

5. *Create strategies for developing positive attitudes. (direct link to defense mechanisms in IR-4.4)*

IR 3.2   **Evaluate influences of personal needs and wants and on relationships in career, community, and family settings**

    Essential topics
1. *Determine differences of needs versus wants.*

2. *Establish foundation of needs using Maslow's Hierarchy (pyramid).*

Content Outline – *Interpersonal Relationships* (July 2012)

3. *Interpret Maslow's theory of basic needs.*

4. *Identify Havighurst's developmental tasks for teens.*

5. *Analyze the impact of the developmental tasks for teens on preparation for adulthood.*

6. *Evaluate how the satisfaction of personal needs and wants allows relationships to thrive and the impact on individual fulfillment.*

7. *Evaluate qualities in individuals that are and are not appealing in family, community, and work settings.*

Important topics
1. *Address topics affecting personal needs and wants: environment, peers, self-esteem, socio-economic level, past experiences, mass media, family, morals, values system, etc.*

IR 3.3   **Consider effects of self-esteem and self-image on relationships in career, community, and family settings**

Essential topics
1. *Define and compare self-esteem and self-image (self-concept).*

2. *Identify key terms/phrases that relate to high selfesteem.*
   a. Behavior examples– friendly, honest, dependable, respect of self and others, optimistic, confidence to try new things.

3. *Identify key terms/phrases that relate to low self-esteem.*
   a. Behavior examples– bullying, poor decision making, lack of confidence, fear of failure, self-destructive behaviors, dwell on weaknesses, pessimistic.

4. *Explore situations where self-esteem and self-image affect relationships.*

5. *Evaluate the impact of self-esteem and self-image on relationships.*

IR 3.4   **Analyze impacts of personal standards and behaviors on relationships in career, community, and family settings**

Essential topics
1. *Explain how values, goals, and resources influence personal standards and resulting behaviors.*

2. *Summarize relationships among standards, behavior and character.*

3. *Judge differing standards and how they may cause conflict. (Direct link to IR-5.1)*

4. *Argue the limitations of options produced by standards.*

5. *Analyze how personal code of conduct, ethics, and character impacts relationships.*

6. *Determine how personal code of conduct, ethics, and character impacts*

personal standards in the home, at school, and on the job.

    a. *Examples:* ***Career*** *– a customer gives you more money than needed but you don't return it;* ***Home*** *– tell your parents you are going to the library to study but you go to a party instead;* ***School*** *– you hear a rumor about your friend that you know is NOT true but you continue to go along instead of defending your friend.*

7. *Differentiate between positive and negative influences of self-esteem and self-concept on behavior.*

8. *Distinguish results between accomplishing Havighurst's developmental task for teens focusing on "acquire a set of standards" and "accept and adopt socially responsible behavior". (Direct link to IR-3.2)*

9. *Construct an argument of how personal standards affect job-performance. (strong vs. weak work ethic)*

Important topics

1. *Objective standards - based on specific measurement and same for everyone such as requirements for graduation*

2. *Subjective standards - based on personal value system and experiences such as determining what constitutes a good book or a clean room*

3. *Conventional standards - generally accepted by society such as sitting quietly in a movie theater*

4. *Flexible standards - adapting standards when necessary such as understanding that one may not judge a book or a clean room by the same standards*

IR 3.5   **Examine impacts of stress management on relationships in career, community, and family settings**

Essential topics
1. *Define stress and stress management.*

2. *Identify types of stress:*
    a. *self-imposed stress - executing unrealistic and unreasonable expectations on self - caused entirely by own thought processes*
    <u>*examples*</u>*: student only satisfied with straight A grades; athlete who must be the best on the team; career woman who expects home to be spotless*

    b. *situational stress - involves external conditions or events (perhaps out of one's control) - caused by events that happen*
    <u>*examples*</u>*: children may stress when hearing parents quarreling; in established relationship girl tells boy she wants to go out with other guys; car doesn't start for a business executive with tightly scheduled appointments throughout the workday*
3. *Identify signs of stress.*
4. *Describe common physical and mental reactions to stress.*

Content Outline – *Interpersonal Relationships* (July 2012)

> 5. *Describe causes of stress (normative or normal stressors and crises events) and effective methods of dealing with stress.*
>
> 6. *Contrast positive and negative techniques for stress management and their impact on relationships.*
>
> 7. *Demonstrate responses to stress that positively impact relationships.*
>
> 8. *Positive stress responses that will impact relationships include - exercise, yoga, using decision-making process, leisure activities, knowing limits, realistic priorities and goals, talking with others, taking care of self.*
>
> 9. *Translate how negative responses to stress impact relationships.*
>
> 10. *Negative stress responses that will impact relationships include - substance abuse, anger, eating disorders, physical symptoms.*
>
> 11. *Plan guidelines (or positive actions) for a low-stress lifestyle.*
>
> 12. *Develop stress reduction techniques.*
>
> 13. *Analyze personal skills for effective stress management.*
>
> 14. *Analyze effective relationship skills that minimize stressful situations with others.*
>
> 15. *Construct a stress-management plan using the decision-making process*

Domain 4 – Communication Skills	Weighting 25%	Number of Test Items 16
Core Standard 4: Demonstrate communication skills that contribute to relationships in career, community, and family settings.		

Standards

IR-4.1   **Describe basic components of the communication process (i.e., source, encoding, channel, decoding, receiver, feedback, context).**

> *Essential topics*
>
> 1. *Describe the communication process.*
>
> 2. *Identify different forms of nonverbal and verbal communication.*
>
>> a. *Non-verbal: facial expressions, posture, gestures, space, dress, eye-contact.*
>>
>> b. *Verbal: tone, word choice, time of delivery, pace, positive attitude.*
>
> 3. *Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.*
>
> 4. *Explain how feedback shows whether a message was understood.*
>
> *Important topics*
>
> 1. *Define key vocabulary terms (source, encoding, channel, decoding, receiver, feedback, context, etc.) in the communication process.*

Content Outline – *Interpersonal Relationships* (July 2012)

IR-4.2   **Evaluate and apply attitudes that contribute to effective communication in career, community, and family settings.**

Essential topics
1. *Demonstrate speaking clearly, active listening, word choice, and tone.*

2. *Modify communication styles considering:*

   a. *an understanding of the person, his/her views and mental attitude*

   b. *empathizing responses*

   c. *appreciation of the person's situation, etc.*

3. *Examine the influence of a positive attitude during communication.*

   a. *influences others to participate*

   b. *encourages communication among group members*

   c. *creates comfortable environment for group interaction*

IR-4.3   **Demonstrate effective listening and feedback techniques and assess their influences on relationships in career, community, and family settings**

Essential topics
1. *Demonstrate effective speaking and listening skills including clear speaking, eye-contact, nodding, active listening/repeating content, clarifying questions, etc.*

2. *Discuss how these techniques validate relationships, and the lack of these can harm relationships.*

3. *Examine listening as an important step in communication.*

4. *Evaluate the importance of good listening skills.*

5. *Demonstrate using I-messages.*

6. *Compare the results of I-messages and you-messages.*

7. *Evaluate the effectiveness of I-messages and you-messages*

IR-4.4   **Analyze strategies to overcome communication barriers in career, community, and family settings.**

Essential topics
1. *Identify common barriers to communication: communication limitations, fears, distractions, mixed messages, poor listening skills, complaints, closed minds, blaming, placating, prejudice, stereotypes, and racism, etc.*

2. *Describe factors in the environment that affect the communication process.*

3. *Examine the impact of self-esteem on sending and interpreting messages.*

4. *Define defense mechanisms.*

5. *Describe the use of defense mechanisms in responding to your environment.*

Based on the *Interpersonal Relationships* Curriculum Framework, July 2012

Content Outline – *Interpersonal Relationships* (July 2012)

6. *Demonstrate offensive barriers: rolling eyes, interrupting, sighing.*

7. *Demonstrate defense mechanisms: compensation, conversion, daydreaming, direct attack, displacement, giving up, idealization, projection, rationalization, regression, etc.*

8. *Define stereotypes.*

9. *Identify common stereotypes.*

10. *Explain various personal response patterns: anger, fear, depression, attitudes - positive/negative, prejudices, stereotypes, etc.*

11. *Explain the negative impact of stereotyping on communication.*

12. *Develop methods for overcoming stereotypes/ing.*

13. *Practice strategies for effective communication: I-messages, empathy, breaking down stereotypes and prejudice, careful word choice, etc.*

IR-4.5   **Analyze principles of ethical communication in career, community, and family settings**

Essential topics
1. *Identify and analyze ethical principles: honesty, confidentiality, refraining from gossip, openness, direct communication, accepting that each person's message has value, communication in an inviting/validating manner rather than oppressing/intimidating, etc.*

2. *Demonstrate responsible use of language (e.g. citing sources, cultural differences, not plagiarizing, etc.)*

3. *Discuss factors that may lead to bias in the presentation of information.*

4. *Evaluate the four steps that determine whether communication is ethical:*

   a. *consider the source*

   b. *double-check the information's accuracy*

   c. *make sure the data is fair and balanced*

   d. *identify any facts used that came from someone else*

IR-4.6   **Assess impacts of selection and use of communication technologies on relationships in career, community, and family settings**

Essential topics
1. *Assess positive factors of communication technology: global contact, convenient, fast/efficient, etc.*

2. *Assess negative factors of communication technology: less face time/impersonal, misunderstanding/miscommunication (loss of tone, words taken out of context), superficial as opposed to deep communication, instant, wide audience, constant usage/ignoring relationship opportunity, etc.*

Content Outline – *Interpersonal Relationships* (July 2012)

IR-4.7   **Choose appropriate communication methods and styles for business and social situations.**

Essential topics
1. *Practice/role play I-messages, word choice and communication styles (assertive, passive, aggressive).*

2. *Identify appropriate communication methods – verbal, written, non-verbal (text, face-to-face, telephone, e-mail, mail, social network, etc.)*

Important topics
1. *Describe five levels of communication: making small talk; telling facts; expressing ideas; sharing feelings; being completely honest.*

2. *Identify communication zones: public zone; social zone; personal zone; intimate zone.*

Domain 5 – Conflict Prevention, Resolution, and Management	Weighting 25%	Number of Test Items 16
Core Standard 5: Evaluate effective conflict prevention, resolution, and management techniques.		

Standards

IR-5.1   **Describe key components of preventing, resolving, and managing conflicts in career, community, and family settings**

Essential topics
1. *Define conflict.*

2. *Determine causes of conflict.*

3. *Describe effective strategies in managing and resolving conflict.*

4. *Summarize how people can be respectful of others during conflict.*

5. *Explain how similarities and differences among individuals affect conflict prevention and management.*

6. *Demonstrate effective responses to harassment and bullying.*

7. *Create conflict prevention strategies (good communication skills; tolerance; open-mindedness, anger management, etc.).*

8. *Demonstrate nonviolent strategies that address conflict.*

9. *Apply the decision-making and problem solving process in reducing and managing conflict.*

10. *Create conflict resolution strategies (open communication, listening skills, openness, empathy, etc.) to resolve typical conflict situations.*

Important topics
1. *Identify five communication skills that are especially important in resolving conflict (listen, empathy, feedback, clarification and talk).*

Content Outline – *Interpersonal Relationships* (July 2012)

IR-5.2   **Demonstrate effective responses to conflict and harassment in career, community, and family settings.**

Essential topics
1. *Analyze the source and development of behaviors and attitudes related to conflict.*

2. *Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.*

3. *Analyze environments that encourage and respect ideas and differences of others.*

4. *Determine how people can be respectful of others during conflict.*

5. *Explain why setting a good example is important in conflict situations.*

6. *Identify interpersonal skills that are useful in dealing with conflict and harassment.*

7. *Demonstrate effective response to conflict –*
   a. *Positive communication skills: self-control, compromising, speaking calmly. etc.;*
   b. ***Career** – knowledge of legal rights and ramifications, use teamwork if applicable;*
   c. ***Family** – respect others, support, set an example.*

Important topics
1. *Investigate the concept of problem ownership*.

IR-5.3   **Implement strategies to increase tolerance of individual or group differences; prevent bullying, violence, and abuse; and encourage peaceful resolution of conflicts in career, community, and family settings.**

Essential topics
1. *Define bullying, violence (physical or psychological) and abuse.*

2. *Apply ethical principles of communication in all settings.*

3. *Identify skills required to act as an effective mediator.*

4. *Explore available educational tools to create understanding, empathy and tolerance of others*.

5. Determine positive examples of conflict resolution.

Content Outline – *Interpersonal Relationships* (July 2012)

IR-5.4 **Assess community resources, services, and agencies that support conflict prevention, resolution, and management**

Essential topics
1 *Identify local resources, services, and agencies available in the local community. (Crisis hotline; Services for families- local agencies; CPS, etc.) Re-evaluate high school graduation plan at least annually.*

Domain 6 – Leadership, Teamwork, and Collaboration	Weighting 10%	Number of Test Items 7
Core Standard 6: Demonstrate leadership, teamwork, and collaboration in career, community, and family settings.		

Standards
IR-6.1 **Evaluate leadership styles and techniques, including democratic/collaborative and authoritarian, as used in career, community, and family settings.**

Essential topics
1. *Distinguish between various leadership styles.*

2. *Describe characteristics of strong leaders and teams.*

3. *Identify common duties of group leaders - such as organize efforts, involve members, guide decisions, build interest, accomplish tasks, solve problems effectively, etc.*

4. *Match typical qualities of leaders with various leadership styles.*

5. *Evaluate personality as it relates to personal leadership style.*

6. *Employ a leadership style in planning, organizing, and evaluating a group meeting.*

7. *Contrast task-oriented leadership and relationship-oriented leadership.*

8. *Analyze situations and determine the most effective leadership style.*

IR-6.2 **Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members in career, community, and family settings**

Essential topics
1. *Identify purposes and functions of teams.*

2. *Determine leadership skills that promote an environment of respect and encouragement.*

3. *Summarize strategies for relationship success and career advancement.*

4. *Strategies include: teamwork, collaboration, cooperation, respect for diverse viewpoints; being open-minded/non-judgmental, acknowledging efforts, consideration of others' needs, etc.*

5. *Implement structure (clear expectations) in a group setting.*

Based on the *Interpersonal Relationships* Curriculum Framework, July 2012

Content Outline – *Interpersonal Relationships* (July 2012)

6. *Contrast small-group and large-group discussion techniques.*

7. *Define respect and list examples of mutual respect.*

8. *Illustrate ways to encourage participation with a group setting.*

IR-6.3   **Demonstrate strategies to motivate, encourage, and build trust among group members in career, community, and family settings**

Essential topics
1. *Determine advantages of teamwork.*

2. *Describe the characteristics of an active group.*

3. *Identify the roles and responsibilities of group leaders and members.*

4. *Review the democratic process and expectations of good citizens.*

5. *Measure the group benefits of being a responsible individual.*

6. *Contrast a cohesive and noncohesive group.*

7. *Explore methods of motivation and encouragement for various age groups and interests.*

8. *Explain how trust can be fostered to encourage positive group dynamics.*

9. *Identify stages of team formation such as:*

   ○ *forming - building the team, gathering information and forming impressions, getting to know one another,*

   ○ *storming - different ideas compete for consideration, members feel comfortable sharing opinions and views,*

   ○ *norming - goal is established and there is a mutual plan for accomplishing the goal*

   ○ *performing - team functions smoothly as a unit; tasks are completed effectively without inappropriate conflict or need for external supervision.*

IR-6.4   **Demonstrate ways to organize and delegate responsibilities in career, community, and family settings**

Essential topics
1. *Identify roles of team members.*

2. *Describe techniques to set and achieve successful team goals.*

3. *Evaluate individual and group progress toward reaching the group goals and adjust responsibilities.*

Content Outline – *Interpersonal Relationships* (July 2012)

IR-6.5   **Create strategies to integrate new members into the team in career, community, and family settings**

Essential topics
1. *Identify responses that will encourage participation and contributions from group members.*

2. *Contrast strategies to facilitate participation such as:*
   - *assigning tasks/volunteering*
   - *asking for assistance/help/participation*
   - *involving*
   - *peer pairing*
   - *rotating roles – facilitator, timekeeper, recorder, summarizer, reflector, elaborator*
   - *devise small teams or committees for individual tasks, etc.*

3. *Generate ideas for encouraging participation - brainstorming; block busting; scenario building, etc.*

4. *Evaluate personal needs and goals that lead individuals to group membership.*

5. *Establish a group's values of respect and acceptance for all ideas and contributions.*

IR-6.6   **Demonstrate processes for cooperating, compromising, and collaborating in career, community, and family settings.**

Essential topics
1. *Define cooperation, compromise, and collaboration.*

2. *Validate the contribution of "controlled participation" when a group member first pays attention, listens carefully, prepares, and shares.*

3. *Examine ways being an effective team member can promote stronger personal relationships.*

4. *Practice contributing, participating, sharing, listening, doing for/with others, understanding; teamwork, goal setting, identifying adv/disadv-pros/cons; problem solving; decision making.*

5. *Develop and describe a process for each concept of cooperation, compromise and collaboration in the areas of work/community, personal, and family settings.*